

**INCREASING STUDENT LISTENING COMPREHENSION USING
STORYTELLING: AN ACTION RESEARCH AT THE SECOND YEAR
OF SMK HARAPAN KARTASURA**



RESEARCH PAPER

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by

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CHAPTER I

INTRODUCTION

A. Background of the Study

Learning English involves the four language skills, namely listening, speaking, reading, and writing. Teachers should develop these four language skills in order that their students could use the skills to communicate or express their thoughts, feeling, and opinions in English.

Listening is one of the fundamental language skills. It is a medium through which children, young people and adults gain a large position of their education, their information, their understanding of the world and of the human affairs, their deals, sense of the value and their appreciation. In learning, listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication.

This decoding skill is an aural competence that is not easy to be mastered. Many learners gain difficulties in mastering listening skill. It is an active skill, because listeners do not only receive the things they hear but also do a great constructive work and interpretative work by integrating the information with the real world knowledge. There are two knowledge points of listening comprehension learning, that is knowledge of the syntax of the target language and the knowledge of the real world Richards (1987) in Fauziati (2000: 118).

This requires big attention and high concentration to catch the meaning of utterance. Tomatis (2007: 4) stated that listening is not synonymous with hearing. Hearing is generally defined as a passive process in which sound is simply perceived. Moreover, it is defined as an active, focusing process which allows for a quick and precise analysis of sound that is heard. According to Azies and Wasilah (2008: 81-82) through listening skill, learners are able to elicit the vocabulary, grammar and good pronunciation. By using the vocabulary and grammar listeners are able to construct good meaning perception of the message received in their mind and express the ideas that are built from the mind perception in oral speech. In English language learning, the learner who has good competence in listening skill will be easier to master another language skill

Often, however, language learners do not recognize the level of effort that goes into developing listening ability. According to Harmer (2002: 142) in listening learning, there is problem faced by the students when study listening subject, such as background knowledge; each student has different background knowledge, sometimes like the material of listening are too hard for several students, motivation; it is important in order the students are enthusiastic in the classroom, inability to concentrate; in listening work is a major problem because even the shortest break in attention, limited vocabulary; it will affect the success of listening, self esteem; good self-esteem help the students to understand the material, problem of interpretation; students who are unfamiliar with the context may have

considerable difficulty in interpreting the words, they hear even if they can understand their surface meaning, the lack of control : the speed of speaker; sometimes listener feels that the utterances disappear. They are also busy working out the meaning of the part of what they hear that they miss the next part.

A preliminary observation in the second year of SMK Harapan Kartasura showed that the mastery of English listening of the students was still low, because the students' score of the listening test was also low. It happened because many problems often appear during the teaching and learning process. They have less motivation to listen what the teacher says. They think that listening makes them bored. In other word, the students have less motivation and interests in listening. They don't like English listening lesson, they are bored with the teaching material that is not interesting.

As an English teacher, the writer has hard responsibility as she is demanded to have teaching strategy in order to solve the problem. She is demanded to motivate the students in order to learn English well, so to solve this problem and to improve the listening comprehension of the students, the writer makes the listening lesson become more interesting by teaching listening using storytelling.

Considering the problem above, the writer tries to solve it. In her research the writer chooses the method which is used in teaching listening. The writer must help the students surmount their difficulties by giving motivation, and the more creative in teaching especially in teaching listening.

The writer gives many interesting ways to learn through using storytelling, because (Ellis, 1991: 1-2) points that stories is motivating and fun, listening to story in class is shared social experience. Storytelling provokes a shared response of laughter, sadness, excitement, which is not only enjoyable but also encourage social and emotional development. Learning English through stories can lay the foundation for secondary school in term of basic language functions and structures, vocabulary, and language learning skill. And then stories create opportunities for developing continuity in student's learning in school subject across the curriculum.

This research shows an example of teaching listening. So in this case, the writer conducts a research on **“INCREASING STUDENT LISTENING COMPREHENSION USING STORYTELLING: AN ACTION RESEARCH AT THE SECOND YEAR OF SMK HARAPAN KARTASURA”** as a title.

B. Problem Statement

Based on the background of the research, the writer formulates the following problem: “Can storytelling improve the students's listening comprehension at the second year of SMK Harapan Kartasura?”

C. Objective of the Study

Based on the problem statement, the writer has some objectives of the study, they consist of two :

1. General

To improve the students's listening comprehension using storytelling at the second year of SMK Harapan Kartasura.

2. Specific

- a. To know whether the teaching listening using storytelling can improve the students's listening comprehension or not
- b. To improve the students's motivation in following the listening lesson
- c. To know whether the teaching listening using storytelling can improve the students's scores in listening test or not.

D. Benefit of the Study

1. Theoretically

This result adds the English Department student knowledge about teaching listening in different perspective; it can be used as the reference for those who want to conduct a research in English teaching learning process.

2. Practically

- a. The writer hopes this research will add the input about the implementation of teaching listening using storytelling to the readers especially for the second years at SMK Harapan Kartasura.

- b. The study will solve the problems faced by teacher in the teaching listening during the teaching and learning process in SMK Harapan Kartasura.
- c. The study will improve the teacher's technique of the teaching listening , especially for the second years at SMK Harapan Kartasura.

E. Research Paper Organization

The writer divided this research into five chapters.

Chapter I is introduction which contains background of the study, problem statement, limitation of the study, objective the study, benefit of the study, and research paper organization.

Chapter II is underlying theory that consist of previous study, listening comprehension, the general concept of listening, kinds of listening, teaching listening, the problem on teaching listening, storytelling, the concept of storytelling, the features of storytelling, the procedure of storytelling, theoretical framework, action hypothesis.

Chapter III is research method containing type of research object of the study, subject of the study, method of collecting data, source of data and technique for analyzing data.

Chapter IV is research finding and discussion.

Chapter V is conclusion and suggestion.